THE

Training School for Nurses

OF THE

Massachusetts General Hospital

THE BULFINCH BUILDING

From an Etching by Sears Gallagher

ANNOUNCEMENT

FOR

1937 and 1938

Form 66

APPLICATION FORM

Massachusetts General Hospital Training School For Nurses

SALLY JOHNSON, R.N., B.S., *Principal*

DIRECTIONS: With photograph and personal letter, return this form, filled out in your own handwriting, to the principal of the school. The photograph should be unmounted and may be inexpensive. A photograph of the passport type is satisfactory. A proof or a snapshot is unsatisfactory unless the latter has been enlarged. Suggestions for personal letter: reasons why you wish to study nursing and for thinking you are especially adapted for the work; explanation of loss of time during school course; participation in school and church activities; the manner in which vacations are spent; information relative to any work which has been done during the school year or on vacation. Knowledge of the home environment is an aid to the school in its endeavor to help the student adjust to a new environment. Is your home in the country, in a town, or in a city? Explain fully any physical limitation which you may have.

---

1. Name in full and present address of candidate (Please print) . . ..

2. Home address (Permanent) . .....

3. Name and full address of father, guardian, or nearest relative (State which) . . . .

4. Country in which father was born.....

5. Name of firm or institution with which he is connected . . . .

   Position or occupation . . ..

6. Education of parents (Underline) F. Public School High School College Professional School
   M. Public School High School College Professional School

7. If father is deceased, name, date of death Chief occupation during lifetime .....

8. Mother's maiden name in full . Is she living? If not, have you a step-mother? . . . .

9. Country in which mother was born.....

10. Occupation of mother before marriage .....

    Occupation of mother at present time .....

11. Are you single, married, separated, divorced or a widow?.....

13. If married, place and date of marriage.....

14. Names of brothers and sisters Approximate ages Schooling

.....

.....

.....

.....

15. Age last birthday?.....Date and place of birth.....

16. State below the education which you have had in addition to elementary school

	Name	*Locatio*
Junior High School		
Senior High School		
Private School		
Normal or Academy		
College or University		

Underline the subjects in this list which you have studied and passed in high school or college.

Chemistry Biology Physiology Physics General Science Algebra Geometry Arithme

course. What subject, if any, have you failed?.....

17. Other educational advantages: travel, etc.....

18. Underline, with the year, the illnesses you have had: Measles German Measles Scarl

Chorea (St. Vitus Dance) Chicken Pox Typhoid Tuberculosis Diseases of Ear

injuries (Specify) .....

19. Height?..... Weight? (present) .....

20. Are you strong and healthy? .....

Have you always been so? .....

21. (1) Have you any tendency to pulmonary or heart disease? (2) To mental or nervous disorders? (3) To fainting spells? (4) Have you ever had an operation? If so, explain fully in personal letter.

(1) .....

(2) .....

(3) .....

(4) .....

. If children, how many?.....How provided for?.....

.....If separated or divorced, name of former husband.....

Occupation

Place of applicant in the group
Example: oldest, youngest, third child

.....

.....

.....

.....

.....Are you a citizen of the U. S.?.....Color?.....Race?.....

	Date of Entrance Mo. Yr.	*Date of Leaving* Mo. Yr.	*Diploma Received?*	*If educated in Canadian schools, what grade certificate do you hold?*

Place the number of years studied beneath each subject: English Spanish French German Latin

Ancient History Modern History U. S. History Other History? Civics as an individual

.....What subject, if any, have you repeated?.....

.....Do you speak any foreign languages?..... If so, which ones?.....

Fever Diphtheria Mumps Pneumonia Rheumatism Influenza Whooping Cough

Sinus Trouble Heart Trouble Tonsillitis Kidney Trouble Hay Fever Other diseases or

.....

22. Name any physical defects. Are both your hearing and eyesight good?

.....

.....

23. Name and address of your family physician

.....

.....

.....

24. In what occupations have you been employed? Name and address of last employer . . . . . .

25. Give full names and addresses of two mature persons, not relatives, who know you intimately; what has acquaintance been? . . . . . .

One should be a woman; if possible, one should be a former high school teacher. State what acquaintance has been.

1. .....

2. .....

26. Underline the words which indicate the social diversions and recreations in which you participate: dancing cards swimming golf tennis hiking skating baseball horse-back riding music art reading

27. Have you ever been in a Training School for Nurses, either as a preliminary student or accepted student? If so, give name of school, date of entrance and of leaving. Why did you leave? Explain fully in letter.

28. Are you free from domestic responsibilities that might interrupt your course in the school? . . . . . .

29. Are you affiliated with any Church?

If so, what denomination? . .

30. Have you made adequate financial arrangements for personal expenses during training? . . . . . .

31. If accepted, when do you wish to enter the Training School? . . .

32. Have you previously filed a written application at this School? . . .

Have you had a personal interview? If so, when? . . . . .

I certify that the above is correct and filled out in my own handwriting

Date.....

Signed.....

Applicant.

Telephone number .....

Nearest telegraph address .....

"Nursing is an art—and if it be made an art, requires as exclusive a devotion, as hard a preparation as any painter's work, for what is the training to do with dead canvas or cold marble, compared with having to do with the living body—the temple of God's spirit. Nursing is an art which concerns every family in the world."

—Florence Nightingale.

AIRPLANE VIEW OF THE HOSPITAL

1. Phillips House, 2. Baker Memorial, 3. Thayer, 4. Domestic Building, 5. Bulfinch, 6. Out-Patient Department, 7. Surgical Amphitheatre, 8. Moseley Building, 9. Walcott House, 10. Graduate Nurses House, 11. Graduate Nurses House, 12. A Near-by Institution—The Massachusetts Eye & Ear Infirmary. Upper left, the Esplanade and Charles River.

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BOSTON, MASSACHUSETTS

ANNOUNCEMENT

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TABLE OF CONTENTS

	Page
Acceptance and Dismissal	20
Advantages of the Nursing Profession	26
Age	19
Alumnae Association	25
Application	18
Care of Illness	23
Civil State	19
Classrooms	29
Clinical Facilities	28
Early History of Hospital	13
Early History of School	15
Education	19
Expenses	22
Extra Curricular Activities	29
Health Requirements	20
Health Service	23
Hours of Duty	21
Leave	24
Location	18
Post Graduate Opportunities	25
Program for College Graduates	44
Recommended Readings	49
Residence	22
Scholarships and Loan Fund	23
Summary of Class Hours	43
To Reach Hospital	18
Vacation	21

TRAINING SCHOOL FOR NURSES

Officers, Instructors and Supervisors

1937 and 1938

TRUSTEES' TRAINING SCHOOL COMMITTEE

Mr. Nathaniel T. Kidder — Miss Betty Dumaine

Mr. J. Howard Bushway

ADVISORY COMMITTEE

Mr. Nathaniel T. Kidder, *Chairman*
Mr. J. Howard Bushway
Miss Betty Dumaine
Dr. Nathaniel W. Faxon, *Director*
Miss Sally Johnson, *Superintendent of Nurses*

Mrs. G. Tappan Francis
Mrs. Robert Soutter
Mrs. Charles E. Mason
Mrs. Paul Jones
Dr. James H. Means
Mrs. Francis T. Hunter
Mrs. Rufus Sewall
Mrs. Henry B. Bigelow
Mrs. Robert Homans
Mrs. John R. Post
Mrs. Arthur W. Bell

Miss Jane Louise Mesick
Dean of Simmons College
Mrs. Thomas Motley
Mrs. Philip S. Dalton
Miss Louise Bazeley
Mrs. Thorvald S. Ross
Dr. Norman C. Baker
Dr. Edward D. Churchill
Dr. Harold L. Higgins
Dr. William D. Smith
Mrs. W. K. Jordan
Assistant Dean, Radcliffe College

Miss Carrie L. Williams, *Secretary*

FACULTY — TEACHING AND SUPERVISORY STAFF

Sally Johnson, R.N., B.S.

Diploma, State Normal School, New Britain, Conn., 1898; Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Postgraduate Course McLean Hospital School for Nurses, 1911; B.S., Teachers College, Columbia University, 1932; Diploma, Principal of School of Nursing and Director of Nursing Service, Teachers College, Columbia University, 1932; Instructor of Theoretical and Practical Nursing, St. Luke's Hospital, New Bedford, Mass., 1911; Instructor of Practical Nursing, Peter Bent Brigham Hospital, Boston, Mass., 1912; Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1913; Superintendent of Nurses, Albany Hospital, N. Y., 1917-1920; Director, Army School of Nursing, Walter Reed General Hospital, Washington, D. C., July 1, 1918-December 1, 1918; Superintendent of Nurses and Principal of the Training School, Massachusetts General Hospital, 1920-; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-; Instructor in Professional Problems, 1920-; Instructor in Social Hygiene, 1933-

RUTH SLEEPER, R.N., M.A.

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1925; M.A. Teachers College, Columbia University, 1935; Assistant Instructor in Science, Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University, 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the Training School, Massachusetts General Hospital, 1933-; Instructor in History of Nursing, 1933-

HELEN J. BURGESS, R.N., B.S.

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; Private Duty, 1928-1929; Head Nurse, Massachusetts General Hospital, 1929-1930; Supervisor of Lower Surgical Wards and Instructor in Nursing in Surgical Diseases, 1932-1935; Second Assistant Superintendent of Nurses, 1935-; Instructor in Health Education, 1935-

MARTHA RUTH SMITH, R.N., M.A.

Diploma, Peter Bent Brigham School of Nursing, 1919; B.S., and Diploma in Teaching, Teachers College, Columbia University, 1924; M.A., Teachers College, Columbia University, 1931; Head Nurse, 1919, Peter Bent Brigham Hospital, Boston, Mass., Supervisor of Medical Nursing, 1920; Instructor in Theory and Practical Nursing, Samaritan Hospital, Troy, N. Y., 1921-1923; Director of Theoretical Instruction, 1924-1929, Acting Assistant Superintendent of Nurses, 1929, Massachusetts General Hospital; Instructor in Nursing Education, Teachers College, Columbia University, 1929-1935; Instructor in Nursing, Simmons College, School of Nursing, Boston, Mass., 1935-; Assistant Principal of the Training School for Nurses and Supervisor of Instruction in Nursing Practice, Massachusetts General Hospital, 1935-; Instructor in Nursing, 1935-

FLORENCE C. KEMPF, R.N., M.A.

Diploma, Lakeside Hospital School for Nurses, Cleveland Ohio, 1923; B.S., Ohio State University, 1926; Certificate, Massachusetts Eye and Ear Infirmary, 1927; M.A., Teachers College, Columbia University, 1936; Instructing Supervisor, University Hospital School of Nursing, University of Michigan, 1926-1930; Instructor of Nursing Education, Vanderbilt University School of Nursing, Nashville, Tenn., 1931-1932; Instructor of Nursing Education, Western Reserve University, School of Nursing, Cleveland, Ohio, 1933-1935; Assistant Principal of the Training School for Nurses and Supervisor of Instruction in the Sciences and Clinical Subjects, Massachusetts General Hospital, 1936-; Instructor in Psychology, Sociology, and Principles of Teaching, 1936-

BARBARA WILLIAMS, R.N., M.A.

B.A., Vassar College, 1916; Diploma, Massachusetts General Hospital Training School for Nurses, 1920; M.A. and Diploma in Administration in Schools of Nursing, Teachers College, Columbia University, 1928; Head Nurse, Massachusetts General Hospital, 1921; Practical Instructor, St. Luke's Hospital, Boise, Idaho, 1922-

1926; Director, School of Nursing, Syracuse Memorial Hospital, Syracuse, New York, 1928-1933; Executive Assistant, Massachusetts General Hospital Training School for Nurses, 1934-

NANCY M. FRASER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1914; Head Nurse, Massachusetts General Hospital, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915-1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

ELSPETH CAMPBELL, R.N.

Diploma, McLean Hospital School for Nurses, 1908; Diploma, Massachusetts General Hospital Training School for Nurses, 1909; Private Duty, 1910; Industrial Nursing, 1917; Supervisor of Out-Patient Department, Massachusetts General Hospital, 1918-

MARION STEVENS, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1923; Teachers College, Columbia University, 1929-1930; Supervisor, Formulae Room, Infants' Hospital, Boston, 1924-1926; Supervisor of Pediatric Ward, Englewood Hospital, Englewood, N. J., 1926-1927; Supervisor, Pittsburgh Childrens Hospital, Pittsburgh, Pa., 1927-1928; Head Nurse, Massachusetts General Hospital, 1928-1929; Supervisor, Children's Department, 1930-; Instructor in Pediatric Nursing, 1930-

HARRIET J. MCCOLLUM, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1919; Head Nurse, Massachusetts General Hospital, 1919-1920; Office and Operating Room Nurse, 1920-1922; Superintendent Shriners' Hospital for Crippled Children, Honolulu, 1922-1924; Superintendent Shriners' Hospital for Crippled Children, Springfield, Mass., 1925-1926; Superintendent North Carolina Orthopedic Hospital, Gastonia, North Carolina, 1927-1930; Second Assistant Superintendent of Nurses, Massachusetts General Hospital, 1930-1933; Supervisor of Lay Personnel, Massachusetts General Hospital, 1935-

BEULAH E. LEHR, R.N., B.S.

Diploma, City Hospital of Akron School of Nursing, Akron, Ohio, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1930; Assistant Night Supervisor, City Hospital of Akron, 1922-1923; Surgical Ward Supervisor, Mount Sinai Hospital, Cleveland, Ohio, 1923-1924; Assistant Obstetrical and Night Supervisor, People's Hospital, Akron, Ohio, 1924-1925; Instructor in Principles and Practice of Nursing, City Hospital of Akron, 1926-1928 and 1930-1934; Instructor in Anatomy and Physiology, Chemistry and Bacteriology, Massachusetts General Hospital, 1934-

ANNA M. TAYLOR, R.N., B.S.

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; Summer Course, Teachers College, Columbia University, 1934; Instructor in Theory and Practice, Brockton Hospital, Brockton, Massachusetts, 1928-1930; Assistant Instructor in Sciences, Massachusetts General Hospital, 1930-1931; Instructor in Nursing Principles and Practice, University of Rochester, Summer Session, 1932; Director of Education, Methodist Episcopal Hospital, Brooklyn, N. Y., 1932-1935; Supervisor of Medical Wards and Instructor in Nursing in Medical Diseases, 1936-

EDNA S. LEPPER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; Summer Course Teachers College, Columbia University, 1931, 1934; Teachers College, Columbia University, 1935-1936; Assistant Night Supervisor Massachusetts General Hospital, 1926-1927; Night Supervisor, Massachusetts General Hospital, 1927; Head Nurse, Strong Memorial Hospital, Rochester, N. Y., 1927-1929; Second Assistant Superintendent, New York Skin and Cancer Hospital, New York City, 1929; Assistant Superintendent of Nurses, Springfield Hospital, Springfield, Mass., 1930-1935; Supervisor of Upper Surgical Wards, 1936-; Instructor in Nursing in Surgical Diseases, 1936-

ELEANOR HILL, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; Summer Course, Boston University, 1934; Summer Course Teachers College, Columbia University, 1934, 1935; General Duty, 1933; Head Nurse, Out-Patient Department, 1934; Assistant Science Instructor, Massachusetts General Hospital, 1934-

RUTH HARRINGTON, A.B., R.N.

A.B., Radcliffe College, 1929; Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Summer Course, Teachers College, Columbia University, 1932-1933; Graduate Study, Teachers College, Columbia University, 1935-1936; Instructor in Nursing Practice, St. Luke's Hospital, New Bedford, Mass., 1932-1935; Assistant, Summer Session, Simmons College School for Nursing, 1935, 1936; Instructor in Nursing, Massachusetts General Hospital, 1936-

ROWENA B. BARTON, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1934; General Duty, 1934-1935; Assistant Night Supervisor, Massachusetts General Hospital, 1935-1936; Night Supervisor, 1936-

CORDELIA KING, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Summer Course Teachers College, Columbia University, 1933, 1934; Head Nurse, Massachusetts General Hospital, 1932-1935; Supervisor, Emergency Ward, 1935; Supervisor, Operating Room, 1935-; Instructor in Operating Room Technique, 1935-

ALICE M. GUSTAFSON, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; Summer Course, Teachers College, Columbia University, 1935, 1936; Assistant Head Nurse, Massachusetts Eye and Ear Infirmary, 1933-1936; Assistant Night Supervisor, Massachusetts General Hospital, 1936-

JANE ESTHER HINKLEY, Ph.G., R.N.

Ph.G., Massachusetts College of Pharmacy, 1926; Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Private Duty, 1932-1936; Assistant Night Supervisor, Massachusetts General Hospital, 1936-

LOUISE HOLLISTER, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; General Duty, 1934; Acting Supervisor of Nurses, Out-Patient Department, Massachusetts General Hospital, 1934-

OLIVE ROBERTS, B.S.

Diploma, Sargent School of Physical Education, 1924; B.S., Boston University, 1931; Physical Director, Public Schools, Akron, Ohio, 1924-1926; Physical Director, Junior High School, South Orange, New Jersey, 1927-1930; Social Director, Methodist Episcopal Hospital, Brooklyn, New York, 1931-1932; Physical and Social Director, Massachusetts General Hospital, 1933-

GERTRUDE M. GATES, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1923; General Supervisor, Holyoke Hospital, Holyoke, Massachusetts, 1923-1924, 1925-1926; Practical Instructor, Bridgeport Hospital, Bridgeport, Conn., 1926-1927; Assistant Superintendent of Nurses, Bridgeport Hospital, Bridgeport, Conn., 1927-1930; Assistant in Charge of Nursing at The Baker Memorial, Massachusetts General Hospital, 1930-

RUTH L. TAPLEY, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1924; Practical and Theoretical Instructor, Jamaica Hospital, Jamaica, L. I., 1924-1925; Practical Instructor and Assistant Superintendent of Nurses, Jamaica Hospital, Jamaica, L. I., 1925-1927; Private Duty, 1927-1930; Supervisor, The Baker Memorial, Massachusetts General Hospital, 1930-

ANN PARRY THURSTON, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; General Duty, Baker Memorial, Massachusetts General Hospital, 1930; Assistant Head Nurse, 1931-1932; Assistant Night Supervisor, 1932-1936; Night Supervisor, 1936-

MARY M. CARR, R.N.

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1931; Head Nurse, Operating Room, Baker Memorial, Massachusetts General Hospital, 1931-1935; Supervisor of Operating Room, 1936-

IDA M. CANNON, R.N.

Diploma, City and County Hospital, School for Nurses, St. Paul, Minnesota, 1898; Boston School for Social Workers, 1907; Chief of Social Service, Massachusetts General Hospital, 1912-; Instructor, Social Service, 1912-

HARRIET M. BARTLETT, M.A.

B.A. Vassar College, 1918; Course in Social Work, Longon School of Economics, 1919-1920; M.A. University of Chicago, 1926-1927; Social Worker, Massachusetts General Hospital, 1921-1926; Supervisor House Social Service, Massachusetts General Hospital, 1928-1930; Research Worker, Social Service Department, Presbyterian Hospital, New York City, 1930-1931; Educational Director, Social Service Department, Masssachusetts General Hospital, 1931-; Instructor in Social Service, 1931-

RUTH M. DUPEE

Sargent School of Physical Education, 1908; Director of Gymnastics and Massage, Zander Room, Massachusetts General Hospital, 1908-1916; Postgraduate Study, 1913, 1916; Instructor, Sargent School of Physical Education, 1914-; Physiotherapist, Massachusetts General Hospital, 1916-; Lecturer in Physiotherapy, Harvard Graduate School of Medicine, 1916; Instructor in Massage, Massachusetts General Hospital, 1916-

MARION MCDONALD, B.S.

B.S., Rockford College, Rockford, Ill., 1928; Graduate Work, Kabler Corporation Hospitals, Rochester, Minn., 1928; Diet Kitchen, 1929-1930; Therapeutic Dietitian, Vanderbilt University Hospital, Nashville, Tenn., 1931-1936; Dietitian, Massachusetts General Hospital, 1936-; Instructor in Normal Nutrition and Diet Therapy, 1936-

DOROTHY DUCKLES, B.S.

B.S., in Home Economics, McMurray College of Illinois; Training Course in Dietetics, Barnes Hospital, St. Louis, Mo., Metabolism Department, 1931-1935; Dietitian, Massachusetts General Hospital, 1936-; Instructor in Advanced Nutrition, 1936-

HEAD NURSES

ARLINE ALLEN, R.N.
HELEN BAKER, R.N.
RACHEL BLODGETT, R.N.
LINDA BURGESS, R.N.
ALMA CADY, R.N.
MARION THURSTON CAREY, R.N.
MARJORIE CHICK, R.N.
ADELE CORKUM, R.N.
MILDRED FOSTER, R.N.
HELEN FRENCH, R.N.
MARY GRAMMONT, R.N.
BLANCHE HALEY, R.N.
HELEN HEWITT, R.N.
PHOEBE JOHNSON, R.N.
DOROTHY JONES KRANES, R.N.
MARGARET E. LANE, R.N.
NAOMI CURRIER LYONS, R.N.
MARION MACCLELLAN, R.N.
HELEN NAGELSCHMIDT, R.N.
EDITH ROBERTS, R.N.
RUTH WHITTIER, R.N.
MINA MCKAY, R.N.
HENDRICKA VANDERSCHURR, R.N.

HEAD NURSES IN OPERATING ROOMS

LOUINE LUNT, R.N.
ALICE JARVI, R.N.
CATHERINE LYONS, R.N.
CHLOE WILCOX, R.N.

LECTURERS

HAROLD HIGGINS, A.B., M.D.

A.B., Harvard College, 1907; M.D., Johns Hopkins Medical School, 1919; Assistant Professor of Pediatrics, Harvard Medical School, 1927; Chief of Service, Children's Medical Service, Massachusetts General Hospital, 1927-; Instructor in Pediatrics, 1929-

WALTER E. GARREY, B.S., M.D.

B.S., Princeton University, 1927; M.D. Harvard University, 1931; Interne in Surgery, Massachusetts General Hospital, 1931-1933; Assistant Resident in Surgery, Vanderbilt Hospital, 1934; Assistant Resident in Surgery, Massachusetts General Hospital, 1934-1935; Resident in Surgery, Massachusetts General Hospital; Instructor in Surgical Diseases, 1934.

CLAUDE WELCH, M.A., M.D.

A.B., Doane College, Nebraska, 1927; M.A., University of Missouri, 1928; M.D., Harvard Medical School, 1932; Assistant in Chemistry, University of Missouri, 1927-1928; House Officer, Huntington Memorial Hospital, Boston, Mass., 1930-1931; Student Assistant in Pneumonia Service, Boston City Hospital, 1931-1932; Resident in Pathology, Boston City Hospital, 1932; House Officer, Massachusetts General Hospital, 1932-1934; Surgical Resident, Pondville Hospital, 1935; Assistant Surgical Resident, Massachusetts General Hospital, 1935-1936; Surgical Resident, 1936-; Instructor in Surgical Diseases, 1936-

ROY COHN, A.B., M.D.

A.B., Stanford University, 1928; M.D., Stanford University, 1932; House Officer in Pathology, Massachusetts General Hospital, 1932-1933; Resident in Neurosurgery, 1933-1934; House Officer, East Surgical Service, 1934-1936; Assistant Resident, West Surgical Service, 1936; Instructor in Surgical Diseases, 1936-

KNOX FINLEY, A.B., M.D.

A.B., Pomona College, California, 1926; M.D. Yale University, 1930; Medical Internship, New Haven Hospital, 1930-1931; National Research Council Fellowship, 1933-1935; House Officer, Massachusetts General Hospital, 1933-1934; Neurological Resident, 1935-; Instructor in Neurology, 1936-

FREDERICK S. COOMBS, A.B., M.D.

A.B., University of Illinois, 1929; M.D., Western Reserve University Medical School, 1933; Rotating Internship, Youngstown Hospital, Youngstown, Ohio, 1933-1935; Medical Resident, Massachusetts General Hospital, 1935-; Instructor in Medical Diseases, 1936-

TRUMAN G. DRAKE, A.B., M.D.

A.B., Washington University, St. Louis, Mo., 1929; M.D., Washington University School of Medicine, 1933; House Officer and Assistant Resident in Neurology and Psychiatry, Barnes Hospital, St. Louis, Mo., 1933-1935; Assistant Medical Resident, Massachusetts General Hospital, 1935-; Instructor in Communicable Diseases, 1936-

RAYMOND LUFT, B.S., M.D.C.M.

B.S., Rhode Island State University, 1926; Graduate Work in Bacteriology, Brown University, 1926-1927; M.D.C.M., McGill University, 1934; Interne in Medicine, Royal Victoria Hospital, Montreal, Que., 1934-1935; Medical Resident, Massachusetts General Hospital, 1935; Instructor in Pathology, 1935-

STANLEY R. LOWREY, M.D.

M.D., University of Toronto Medical School, 1932; Surgical House Officer, Wellesley Hospital, Toronto, Ont., 1931-1932; Rotating Interneship, St. Michael's Hospital, Toronto, 1932-1933; Senior House Officer, Urological Surgery, St. Michael's Hospital, 1933-1934; Assistant Resident, Urological Service, Massachusetts General Hospital, 1934; Resident, Urological Service, 1935; Instructor in Urological Diseases, 1936-

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide all required theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

Good schools provide adequate clinical experience, employ well prepared teachers, possess well equipped class rooms, provide good working conditions and have an adequate and well balanced curriculum. They also provide good living conditions, reasonable hours of duty, suitable facilities for recreation, make every effort to maintain the health of the students, and take good care of them when they are ill. All registered schools adequately prepare their graduates for surgical, medical, obstetrical and pediatric nursing. These schools also teach the principles of public health nursing and the principles of the nursing care of patients ill with mental and contagious diseases. Many schools provide clinical experience in these three latter fields for a number of their students. A few schools provide clinical experience in all three of these fields. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the public health point of view into the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the importance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The Massachusetts General Hospital Training School for Nurses is registered in Massachusetts and New York. Graduates of the school, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If the grades obtained in the Massachusetts State Board examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this school, however, is to keep informed of all such regulations and to prepare its graduates to meet them.

NURSES' LIVING ROOM—WALCOTT HOUSE—MASSACHUSETTS GENERAL HOSPITAL

A GROUP OF SENIORS

General Statement

EARLY HISTORY OF THE HOSPITAL.

The Training School for Nurses is an integral part of the Massachusetts General Hospital. This hospital, the third oldest in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present day demands of the two hundred patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The hospital is over one hundred years old and from one building has increased to a group numbering about twenty separate buildings. With one exception all have been extensively remodeled or recently erected. The first patient was admitted in 1821 and for well over a century the hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

CONTRIBUTIONS OF WORLD-WIDE IMPORTANCE.

One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever". In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first his deductions were scoffed at by several of the leading physicians of the country; but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this hospital Dr. Morton gave the first public demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Vermiform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY SERVICE. This great hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well to do. That these facilities may also be available to people of moderate means, the largest group in any community, the hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the out-

standing contributions which the last decade has made to hospital service.

Today this hospital cares for adults and children acutely ill with general medical and surgical diseases; patients ill with contagious and mental diseases are not cared for here. The Mental Department of the Massachusetts General Hospital is the McLean Hospital, located in Waverley, twelve miles from Boston. The McLean Hospital has its own school of nursing.

CLINICAL FACILITIES WITHIN THE HOSPITAL.

The hospital naturally divides itself into four parts: The General Hospital wards of 430 beds; the Phillips House, the private pavilion of 100 beds; the Baker Memorial, the building for people of moderate means, now open to a capacity of 242 beds; and the Out-Patient Department with a daily clinic of 1000 patients. During the year just closed the first three named departments have cared for over 12,000 patients, and the Out-Patient Department, with its forty-three different clinics, has cared for over 265,000 patients. These facts make evident the hospital's extensive clinical facilities for the teaching of student nurses.

EARLY HISTORY OF THE SCHOOL.

In 1872 the Woman's Education Association sought a new organization for self-supporting women. A member suggested that trained nursing offered desirable occupation and that these trained women would fill the need for private nurses in the community. A committee was formed to study the establishment of a school and a member visited Florence Nightingale for advice. One of the most prized possessions of the school today is a statuette of Miss Nightingale made by her cousin, Hilary Bonham-Carter, which was brought back from Europe at the time of that visit.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one hospital building to the contemplated school for a practice field. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the school into the hospital wards December 1, 1873, under the name of The Boston

Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this school for twenty-two years, or until January 1, 1896. Then the management of the school was transferred from the Board of Directors to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the school was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the school was unbroken.

ALUMNAE GEOGRAPHICAL DISTRIBUTION.

The school, therefore, has passed its sixty-third birthday. It has graduated two thousand five hundred and sixty nurses, probably the largest number graduated from any school of nursing in the world. To the school have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Greece, Italy, Armenia, Albania, China, Syria, Czechoslovakia, Poland, Turkey, and India. A careful survey has shown that the graduates of the school have served in every state in the Union, and on every continent on the globe. The year books record these graduates engaged in approximately fifty-six different forms of nursing work and also show that among the women in active work today, only about twelve are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public today not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

AIM. The aim of the school is to set up a program by means of which the students will learn to give intelligent and skilled nursing care, to teach others the principles and practices of health, to function intelligently as a health worker in the community, to maintain her own physical and mental health, to develop her own capacities as an individual, and to consider throughout this entire program, the patient as an individual.

It is the purpose of this school to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this school recognized the value to the community of the right kind of young woman adequately prepared for nursing. The school intends to admit only those young women who possess high personal standards of living and who have demonstrated the ability to maintain a high level of scholarship, and then to provide satisfactory living and working conditions, a high grade of class room instruction and adequate clinical experience. Thus the school hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

On the following pages is set forth an outline of the plan by which the school endeavors to accomplish its aim.

General Information

LOCATION.
TO REACH HOSPITAL. The Training School Office is in the Moseley Building, located on Fruit Street, at the head of North Grove Street.

(a) From Back Bay or Huntington Avenue Stations go to Boylston Street and to the bus stop by the Public Library. Take bus marked Bowdoin or Cambridge Street. Leave bus at Cambridge Street and walk one block east.

(b) From the North Station walk to the hospital or take taxi cab.

(c) From Park Street Subway Station take subway train to Charles Street Station. Walk one block east.

(d) From South Station enter the subway just outside main entrance, and take Cambridge train to Charles Street Station. Walk one block east.

(e) Visitors using street cars which come through Arlington Street should leave subway at Arlington Street and take bus marked Bowdoin or Cambridge Street. Leave bus at North Grove Street or Cambridge Street.

APPLICATION. Whenever possible the prospective applicant should apply in person, preferably accompanied by her mother or by some other relative who is interested in her welfare. The Principal or one of her assistants will be available to interview applicants between three and four on Monday, between nine and twelve on Tuesdays and Saturdays and may be available at other times by appointment. Some one of the assistants is always on duty and can give general information to applicants any week day between ten and four.

If a personal application is impracticable, written application may be submitted on forms supplied for the purpose. With this written application a photograph, to be retained in the school files, must be sent. An unmounted photograph such as is used for passports is preferable. An acknowledgment of the application will be forwarded but an interval of time may elapse before action is taken

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Note: The school reserves the right to alter any program or policy outlined in this bulletin.

EMBANKMENT ROAD AND CHARLES RIVER, ONE BLOCK WEST OF THE HOSPITAL

Preference is given to the applicant who stands in the upper half of her class or who has no single grade below 75.

HEALTH REQUIREMENTS. Young women who give consideration to entering a school of nursing should possess good health from both a mental and a physical standpoint. Emotional stability is a necessity. There should be no marked deviation from normal weight. It is particularly important that any defects in eyes, ears, nose and throat be corrected before admission. Young women who have been subject to injuries of back or hips, to fallen arches, to sacro-iliac strain, to "nervous conditions", or who have tendencies to tuberculosis should not undertake nursing. Before appointment, prospective students must present a physician's record of sound physical condition and a history of good health.

At the time of admission to the school a physician's certificate must be presented which states that the applicant has been immunized against diphtheria, against typhoid fever within three years, and vaccinated against smallpox within one year. A statement from a dentist to the effect that teeth have been put in good condition is also required. Forms for these statements are supplied by the school. While exceptions will be made when the time between appointment and entrance is short, every effort should be made to carry out these health requirements in order that the student may be at her best physically during her first months in the school and not be subjected to even slight physical discomfort or loss of time that sometimes follows immunization.

An adequate vacation should precede entrance to the school.

ACCEPTANCE AND DISMISSAL. The Principal of the school, with the approval of the Director of the Hospital, decides as to the pupil's fitness for the work, and whether the student in the preliminary course should be retained. The preliminary course is of six months' duration. During the first four months the major part of the course is given in the classroom, the remainder on the wards where the practice in nursing is closely supervised. The major part of the last two months is spent on the wards in order to determine the student's ability to adjust herself to the ward situa-

tion. The school cap is given to those who successfully complete the first period of four months and the school uniform is given to those who successfully complete the entire preliminary course.

The Principal of the school may, with the approval of the Director and the Chairman of the Trustees Committee on the General Hospital Training School for Nurses, terminate the connection of a pupil with the school at any time for reasons which may to these officers seem sufficient.

HOURS OF DUTY—VACATION.

The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty but the unreasonable number of hours on duty and the great amount of housework often supposed to be required of a student nurse belong to a past generation. In all first-class hospitals most of the housework was long ago given over to maids, and in this hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers. During the first four months, the schedule of hours for ward duty is approximately twelve hours a week. During this period the students are off duty every Saturday afternoon, the morning of one Sunday, the afternoon of the next Sunday, and all of every third Sunday.

In the General Hospital, after the preliminary term, the fifty-two hour a week schedule for ward duty is in effect for day nurses and a fifty-six hour a week schedule for night nurses. Day nurses are off duty one-half day during the week and a half day on Sundays and legal holidays. Five days each week pupils are on duty eight hours. Classes must sometimes be attended during the afternoon off duty. Night nurses are on duty eight hours each night beginning at eleven o'clock. Each period of night duty is generally four weeks.

During the course, nine weeks of vacation are given at such times in the various years as best fit the class program. As a health measure the Principal may stipulate that in addition seven days may be used for rest or for care of minor illness in order that more serious illness may be averted. Throughout the three years emphasis is placed upon positive health.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the nurses. The Thayer which is situated on the hospital grounds, is connected with the main buildings by subway, and accommodates 128 nurses. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs and hammocks. The Charles Street House, about eight minutes walk from the hospital, is used when new classes fill the other houses to capacity. With the exception of three single rooms, all rooms in that house are double. The Walcott House is just outside the hospital grounds and is connected with the main buildings by subway. It has 142 single rooms, a large, attractive reception room, recreation room, two small social rooms, kitchenette, classroom, reference library and laundry. That building also has a roof which is available for outdoor use.

EXPENSES. A tuition fee of $50.00 is payable upon entrance. This is the only tuition fee unless a student is allowed to repeat a course when the additional fee may be from $5.00 to $10.00 or when a student may be allowed to take a second examination, the fee for which will be $2.00. If for any reason a pupils resigns or is asked to withdraw from the school, even before the completion of the preclinical term, no part of the tuition fee will be returned. A registration fee of $5.00 is paid when an applicant is definitely appointed to the school. This fee will be credited toward the tuition fee but will not be returned if the applicant fails to keep her appointment. On entrance, there is a student activity fee of $5.00 no part of which is returned if a student withdraws from the school for any cause whatsoever. There is a breakage deposit of $10.00, the balance of which, if any, is refunded when the student leaves the school. When the cost of breakage exceeds $10.00, a second deposit is required. There is one deposit for keys which does not exceed $1.00. During the first six months, students provide their own uniforms which are secured from a specified company according to directions supplied at the time of appointment. The cost of these uniforms is approximately $40.00. A list of limited necessary personal equipment will be sent each prospective student when her application is accepted.

After the preliminary term or when the student is fully accepted into the school, the students wear the uniform of the school provided by the hospital. From the time of admission, the school provides the basic text books. Any student who leaves before graduation must return the uniforms and text books to the school. They may be retained upon graduation.

During the course, the students must be prepared to meet the expense of certain educational trips, the total cost of which will not exceed $2.00 each year.

Throughout the course, the student will be maintained by the hospital without expense for board, room and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance. No financial compensation is given.

SCHOLARSHIPS—LOAN FUND. Each year the hospital offers a limited number of $100 scholarships to pupils who need financial assistance. An applicant for a scholarship must have been in the school more than six months, and not be within six months of graduation; she must not have fallen below 75 per cent in any one subject, and must have an average of 85 per cent. A loan fund for student nurses has been established in memory of Marion Moir West (1889). This fund was established by a sister of Miss West's, and is in charge of the Principal of the school.

HEALTH SERVICE. CARE OF ILLNESS. Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself sets an example of health. The school endeavors to conserve and promote the health of the students and requires them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right living and working conditions. These programs are outlined elsewhere.

A member of the Hospital's staff of Residents and a graduate nurse are directly responsible for the care of the health of the students. Any or all of the medical resources of this great hospital are available when needed for the students' care. The first step in the health program is a thorough physical examination including an x-ray of the chest immediately following admission. The hospital maintains

a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Each student must herself meet the cost of adequate dental care. The dietary regime is in charge of the graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured. The staff of the School includes a graduate of a school of physical education who is prepared to aid in the correction of postural or similar defects. This worker is also supervisor of extra-curricular activities which make their particular contributions to the health program.

Minor illnesses are cared for in the school infirmary. Illnesses of a more serious nature are cared for in the hospital, without cost to the student, for a reasonable length of time. The school cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this hospital does not admit patients with contagious diseases, any students who contract these diseases are cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this hospital to pay for that care. Whenever or wherever special nursing is requested this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion.

All time lost because of illness must be made up.

LEAVE. Students are not privileged to absent themselves from the school to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. If absence is prolonged, the date of the student's return and her semester placement in the school is determined by the Principal. Loss of time for any reason must be made up.

ADVANCEMENT AND GRADUATION. Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Principal and Staff of the

school are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of these requirements may at any time during the course be conditioned or recommended to withdraw. These young women should resign without hesitation and need have no sense of failure if, through no fault of their own, they may neither possess nor be able to acquire the essentials of a good nurse. The standard of grading adopted by the school is as follows: A, excellent; B, good; C, fair; D, low; and E, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; and E, 0 quality points. Failure to meet the school standard places a student on condition. When the student has satisfactorily completed the entire three-year course, passed all the examinations, shown ability in nursing, and, in the opinion of the school authorities, has the personal qualifications necessary for a nurse, she will be given the diploma and pin of the school. Each graduate is required to leave, for her permanent record in the school, a photograph of such size and style as the Principal deems desirable.

THE ALUMNAE ASSOCIATION. This Association was organized in 1895. The object is to improve the professional work of the graduates and to promote good fellowship among them. Monthly meetings are held from October to May, inclusive. The senior students are frequently invited to these meetings. The Alumnæ has endowed a hospital bed for the use of its members who are ill, has created a Loan Fund for postgraduate study, and is in the process of creating an endowment fund for the educational purposes of the Training School. The organization has also published a history of the Training School and publishes a quarterly magazine. The Sick Relief Association is another organization of the graduates.

POST-GRADUATE OPPORTUNITIES. Graduates from this school who wish to specialize in the care of nervous and mental diseases may, by spending a year at McLean Hospital, Waverley, secure the diploma of that school; or they may take a six months postgraduate course, after which they will receive a certificate. These courses prepare a nurse to meet a great and constant-

ly growing need in the community. Alumnæ who wish to study methods adopted since graduation may have two months of clinical experience in the wards of the hospital. Alumnæ with six months experience may register at Simmons College for the course in Ward Management and Ward Teaching given in affiliation with this Training School for Nurses.

Graduates of the school who are interested in additional general and professional education may matriculate for the Bachelor of Science degree at Simmons College, Boston, or at Teachers College, Columbia University, New York City. Simmons College will allow a maximum of 24 year hours credit. This is usually equivalent to one and one half years of study in the four year college course. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three year undergraduate nursing course. Graduates who have previously received a Bachelor's degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree. Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be registered, and to be recommended by the principal of the school as being able and prepared to carry college work.

ADVANTAGES OF THE NURSING PROFESSION.

The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the hospital patient. For this, the hospital provides maintenance and instruction. During the course, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, adds the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The opportunities for graduates are presented in four main fields.

Beginning September, 1937 graduates of the school who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College may in one year at Simmons College complete the requirements for a Bachelor of Science degree. Such nurses must also obtain the reccomendation of the Principal of the Training School. In certain cases the year may be spent in special preparation for head nursing or for public health nursing.

A student who plans to complete the work for a degree at Simmons College should, wherever possible, confer with the College when planning her first two years of college work in order to know whether it may later be acceptable to Simmons College for transfer.

Private duty in a home or in a hospital may be full time with one patient, or hourly nursing with several patients; in the hospital it may be that of head nurse, supervisor, instructor, principal of the school, superintendent of nurses or of the hospital, laboratory technician, anesthetist, or assistant in research. Public health nursing may be in a school, in an industry, or in a community. The nursing in Government Services may be with the Indian Bureau, Army, Navy, Veterans' Bureau, or Public Health Service. Every qualified nurse who has a sense of allegiance to her country will join the Red Cross Nursing Service.

During the last few years much has been said and written about the over supply of nurses and the consequent unemployment. While a number of well prepared nurses faced too many and too long periods of unemployment, many more faced this because they were inadequately prepared to meet the demands that are made upon the nurse of today. In some instances the lack was in nursing education and experience, but more often the lack was in personality qualifications. The nursing profession has been alive to this situation and has applied many remedies. This school, in common with many others, has grown more discriminating in the choice of students, has continuously improved its curriculum and endeavored to aid the student to develop the best possible personality qualifications. The enrollment of the school has been reduced during the last two years by about ten percent. This institution was one of the first in this section of the country to spread employment by the establishment, in 1934, of an eight hour day for hospital private nurses. Today the census of the graduate nursing staff is three hundred and fifty-one and of the private duty nurses in the hospital two hundred and forty. These figures show a daily employment of nearly six hundred nurses. While to a degree nursing is a seasonal occupation, affected by seasonal illnesses, this school, because of the factors indicated above, is not at present particularly apprehensive concerning the unemployment of its graduates, provided of course that the employment situation in the country at large continues to improve, and provided that the students make the best use of the school's curriculum, and upon graduation, from time to time, supplement their undergraduate preparation with postgraduate study.

Facilities For Instruction

CLINICAL FACILITIES. The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses. The Massachusetts General Hospital and the other institutions with which the school is allied offers extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 430 beds. There are three main services: surgical, medical and pediatric. There are such special services as orthopedics, dermatology, urology, and neurology. Because of the relationship of this hospital to the Harvard Medical School and because there is such a large element of research in the hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy in this hospital provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department is comprised of 43 different clinics and each student has two or more periods of experience in this department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, now open to a capacity of 242 beds. All students go to the Boston Lying-In Hospital for a three months affiliation in obstetrical nursing, 50 percent go for two months affiliation at the Massachusetts Eye and Ear Infirmary, and 40 percent to the McLean Hospital for a three months affiliation in mental nursing.

There are four elective courses for a small number of selected students: one of three months in the hospital Social Service Department, one of three months at the Boston City Hospital in the care of patients ill with contagious diseases, one of four months observation and participation in teaching the sciences allied to nursing or in teaching the nursing arts, and the very popular four months course at the School of Public Health Nursing, conducted jointly by Simmons College and the Community Health Association. The hospital pays the tuition of these latter students and maintains them at the hospital while they are taking the course. The students must meet the expense of carfares during the public health affiliation.

TEACHING STAFF. The teaching and supervisory staff includes a large group of nurses and members of other hospital departments who are well prepared in their fields from the standpoint of academic education, professional preparation, and experience. An outstanding development of this year is the appointment, on a full time basis, of a public health nurse to the teaching staff of this school. Her major responsibility will be to incorporate the public health point of view into the entire curriculum, to create and teach a course which includes specific aspects of public health nursing, and to make available to the students opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians. The majority of these are graduates of the Harvard Medical School and have appointments on the permanent hospital staff of Residents. The allied departments of social service, occupational therapy, and diet therapy provide qualified instructors for classes in their respective subjects.

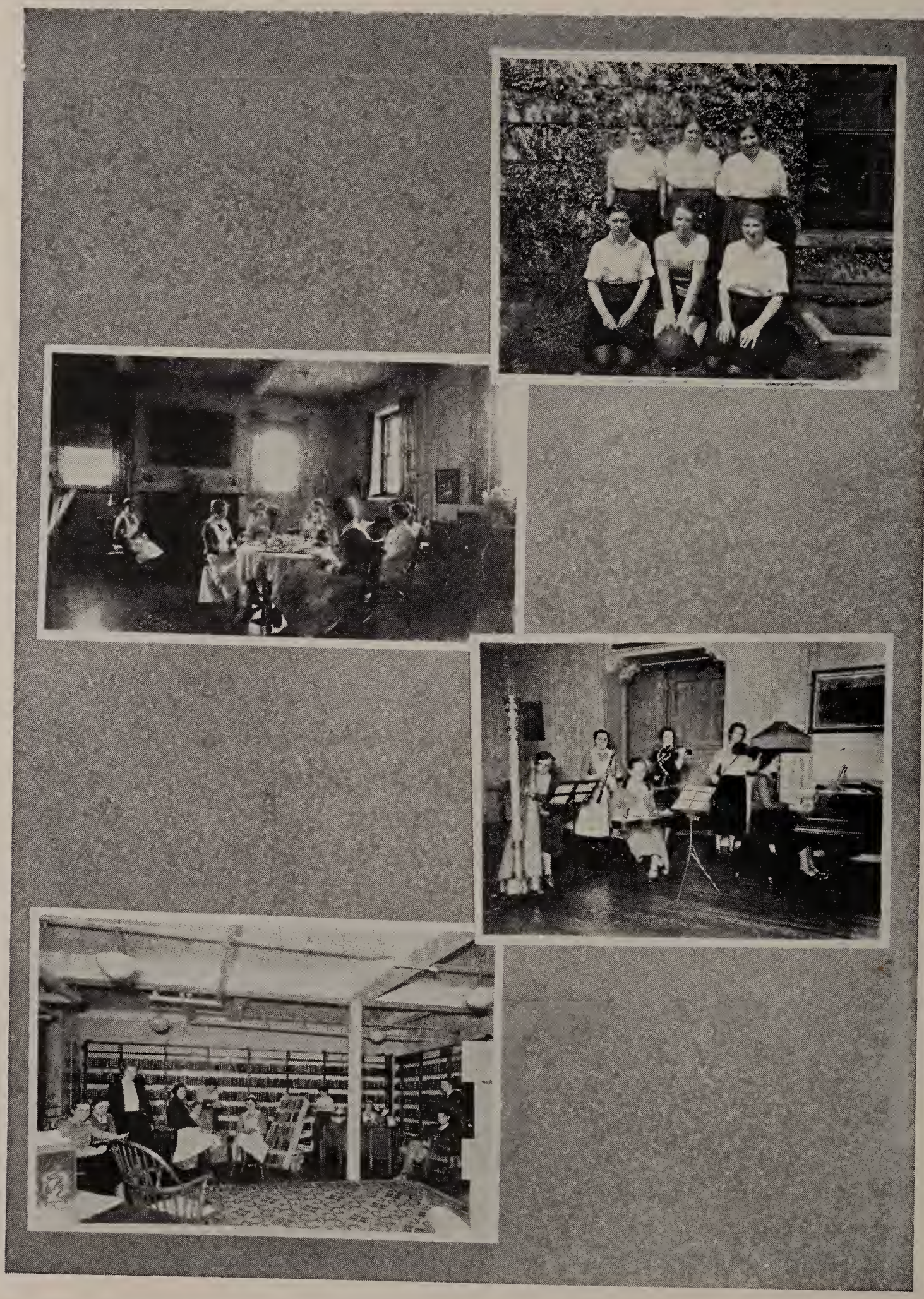
CLASSROOMS. LABORATORIES. LIBRARIES. There are three large classrooms and two laboratories of which the school has the exclusive use. One laboratory is well equipped for the teaching of sciences and the other for the teaching of dietetics. Other classes are held in the various amphitheatres and clinic rooms of the hospital. The reference library of approximately 1,350 volumes is in the Walcott House. This room has been twice enlarged, but it is hoped that the immediate future will see further development. Students have full access to the Warren Library, the patients' fiction library of 4,900 volumes. With certain limitations students also have access to the Treadwell Library, which is the hospital's medical library of 14,500 volumes and 100 periodicals.

EXTRA CURRICULAR ACTIVITIES. The staff of this school, in common with many other educators, believe that the so called extra curricular activities make a real contribution to the student's social growth. Therefore, a definite plan has been made for the creation and supervision of these activities. For this purpose the school has provided a full time physical-social director, a graduate of the Sargent School of Physical Education and

Boston University. The extra curricular activities are under the direction of the physical-social director and the Student Nurses Co-operative Association. Social activities are adjusted to the varying interests and needs of individual students. Informal dances and parties are held each month in the residences. Bridge, dramatics, glee club, book club, tap dancing, basketball, tennis, and swimming at a nearby pool are available for all. Every member of the school is expected to select one or more activities in which she wishes to participate. The physical-social director plans excursions to places of historical interest. She informs the students concerning lectures, concerts and various educational exhibits in Boston.

The Student Nurses Cooperative Association is a student-faculty organization. Under faculty guidance, students take an active share in plans to establish and maintain happy and constructive relationships in the residences.

THE GLEE CLUB SINGING AT ALUMNAE TEA IN THE HOSPITAL YARD



THE RECREATION HOUR

Curriculum

INTRODUCTION. The program is so planned that the three years are divided into three periods respectively; the first includes the preliminary and junior terms, the second the intermediate term and the third the senior term. The art of nursing has developed to a degree where the educational program of a nurse requires careful planning to provide an opportunity for progress from the elementary to the more complex problems. A consistent integration of courses and field experience stimulates student activity and thereby increases the value of the curriculum.

Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, the modern school of nursing can no longer limit its curriculum to only those courses that prepare the nurse to aid in the cure of diseases, but must also include those courses that will prepare the nurse to aid in the prevention of disease. It is the first responsibility of the instructor in public health nursing to incorporate the public health point of view into the present curriculum. She will develop the existing courses and create such new ones as will give the student some comprehension of an adequate health program for the home and the community. The major task of this instructor will be the development and administration of a plan within this school by means of which the students may be prepared to use their opportunities and discharge their responsibilities to the present-day program for the maintenance of health and the prevention of disease.

A trimester program is planned to provide opportunity for giving better nursing care, to improve teaching methods, to correlate ward experience with class room instruction and to reduce not only the size of the classes, but also the number of class hours per week for each student. This program also makes possible a well balanced class schedule for those students who are granted special affiliations which necessitate residence in the affiliating schools. A three-term plan makes possible the instruction in all basic clinical courses during the first year the student is in the school.

The teaching methods of the school include lecture, recitation, classroom discussion, assigned reading, excursion, project, panel, and symposium. There is laboratory teaching both by demonstration and student participation. In a number of the classes the projectoscope and moving pictures are used as visual aids. The use of chart, manikin, and skeleton is supplemented by blackboard drawings. In the biological course fresh and prepared specimens are supplemented by the use of prepared slides.

The student does not assume regular ward duties during the first four months. The ward practice of this period is especially well supervised and averages about twelve hours weekly. This time is devoted to the practice of nursing technics taught in the class room.

SUMMARY OF CLINICAL EXPERIENCE. The distribution of ward assignments for a typical student generally shows the following schedule by months: preliminary course, six; surgical nursing including operating room, nine; medical nursing, five; pediatric nursing, three; obstetrical nursing, three; diet kitchen, one; special wards, such as skin, orthopedic, neurological, one and a half; and one major or two minor electives, four. The typical student has three out-patient clinics and is assigned from the ward where she is on duty to the clinic of the same service; that is, from a medical ward to a medical clinic, or from a nerve ward to a nerve clinic. The largest number of patients in this hospital, as in most others, is surgical, therefore this is the service in which there is the longest period of experience.

PRELIMINARY TERM

ANATOMY AND PHYSIOLOGY (90 hours). Miss Lehr

This course of study is designed to give the student an intelligent understanding of the morphology of the human body, and is essential as a basis for the understanding of the principles and practice of nursing, hygiene, dietetics, materia medica and the later study of pathological conditions and allied subjects. Wherever possible the practical application of this knowledge is correlated with findings encountered in the care of patients.

BACTERIOLOGY AND HOME SANITATION (40 hours). Miss Lehr

This course of study includes an outline of the development of the science of bacteriology and its principles as applied to medicine and surgery. Practice is given in the technic and the application of principles underlying sterilization, disinfection, and prevention of the spread of disease. These classes are introductory to a later study of sanitation and communicable diseases.

CHEMISTRY (30 hours). Miss Lehr

These classes are given for the study of the more important principles of inorganic, organic and bio-chemistry. This should enable the student to understand and explain the principles involved in energy changes of the body during the various reactions that occur in digestion, drug administration, disinfection and other nursing procedures. Particular emphasis is placed upon the relationship of chemistry to nursing and upon its practical application rather than upon isolated facts.

HEALTH EDUCATION I AND II (15 hours). Miss H. Burgess
Dr. Nathan and Miss Blaney

This course is planned to impress upon the student the fact that through the personal practice of the best health habits normal physical and mental health can be maintained. An additional group of classes on posture practice is provided for in this course of study.

HISTORY OF NURSING (16 hours). Miss Sleeper

A survey of the historical development of nursing. The course is planned to acquaint the student with the great leaders who have established the traditions and ideals of nursing. Nursing systems and institutions are studied to show how changing social and economic conditions have influenced the expression of nursing ideals.

MATERIA MEDICA I (30 hours). Miss Hill

This course of study teaches the student to prepare solutions and measure drugs which may be used before instruction is given in ad-

vanced materia medica. A pretest in the fundamentals of arithmetic is given previous to this course. A study is made of the apothecary and metric systems, commonly used terms, symbols and the classification and administration of drugs. This includes practice in the preparation of solutions and fractional doses. Every student is individually supervised in this procedure in the laboratory and on the hospital ward before she is allowed to assume entire responsibility for administration of medicines.

NURSING ETHICS AND ETIQUETTE (16 hours). Miss Johnson

These lectures and discussions are based upon the underlying principles of human conduct as related to professional ethics and etiquette. The object of these classes is to aid the student in adapting herself to her new environment and to give her an appreciation of her responsibilities to the patients, the hospital, the school of nursing, and her co-workers.

NUTRITION I—NORMAL NUTRITION AND COOKERY (40 hours).
Miss MacDonald

The object of this course is to give the student a fundamental knowledge of the composition and value of various foods for the normal, healthy individual that she may appreciate the importance of dietary treatments and intelligently administer the special diets used in restoring and maintaining health.

NURSING I

INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE (200 classroom hours; 200 hours supervised ward nursing practice).
Miss M. R. Smith, Miss Harrington and Assistants

The course introduces the student to general nursing care through classroom discussion and demonstration and by practice of the technics taught. As the student develops sufficient skill she uses these technics, under individual supervision, in the actual care of mildly ill patients.

The content of the course includes setting up and maintaining a suitable environment for the care of the patient, general nursing

measures, simpler curative technics and the scientific principles fundamental to the foregoing. It also includes an interpretation of certain emotional, psychological and social aspects of nursing care and a unit in diversional occupations. In this course there are also units in bandaging and massage.

STUDY METHODS (5 hours). Miss Hill

The object of this course of study is to aid the student in formulating such good habits in study, reading, note making, and in organizing her study material that she will derive the greatest satisfaction and benefit.

JUNIOR TERM

CASE STUDY METHODS (6 hours)—See Nursing II. Miss Hill

The instruction in the technic of the case study methods, as applied to nursing, is given by means of lecture and discussions. An effort is made to acquaint the student with the method of preparing and the value of using case studies. A case study is written by each student and additional case study assignments are given during her ward experience.

DERMATOLOGY (5 hours). Dr. Swartz and Assistant

The etiology and symptomatology of skin diseases are presented by lecture, discussion, and through the use of clinical material. The study covers the most common social, occupational, and parasitic dermatoses, placing special emphasis upon syphilology and the importance of the early recognition of signs and symptoms. This course is given concurrently with the study of medical diseases.

INTRODUCTION TO MEDICAL SCIENCE (30 hours).
Dr. Luft, Miss Lehr, and Assistants

An introductory clinical course in which pathology and basic units from the courses in materia medica and sanitation are integrated. The course is planned to orient the student to the study of disease,

to show her the nurse's place in the discovery, treatment and prevention of disease and to aid her in adjusting to the ward situation. The content includes an introductory study of disease, its etiology, diagnosis, prevention and treatment.

MATERIA MEDICA II (23 hours). Miss Hill

The study of drugs and other therapies frequently used in the treatment of disease is the basis upon which these classes are planned. A study is made of important drugs, the administration, dosage, mode of action, toxicology, emergency treatment, and the therapeutic use as related to the systems affected. An effort is made to develop in the student an appreciation of her responsibility in the therapies, that she may satisfactorily assist the physician in securing desired results.

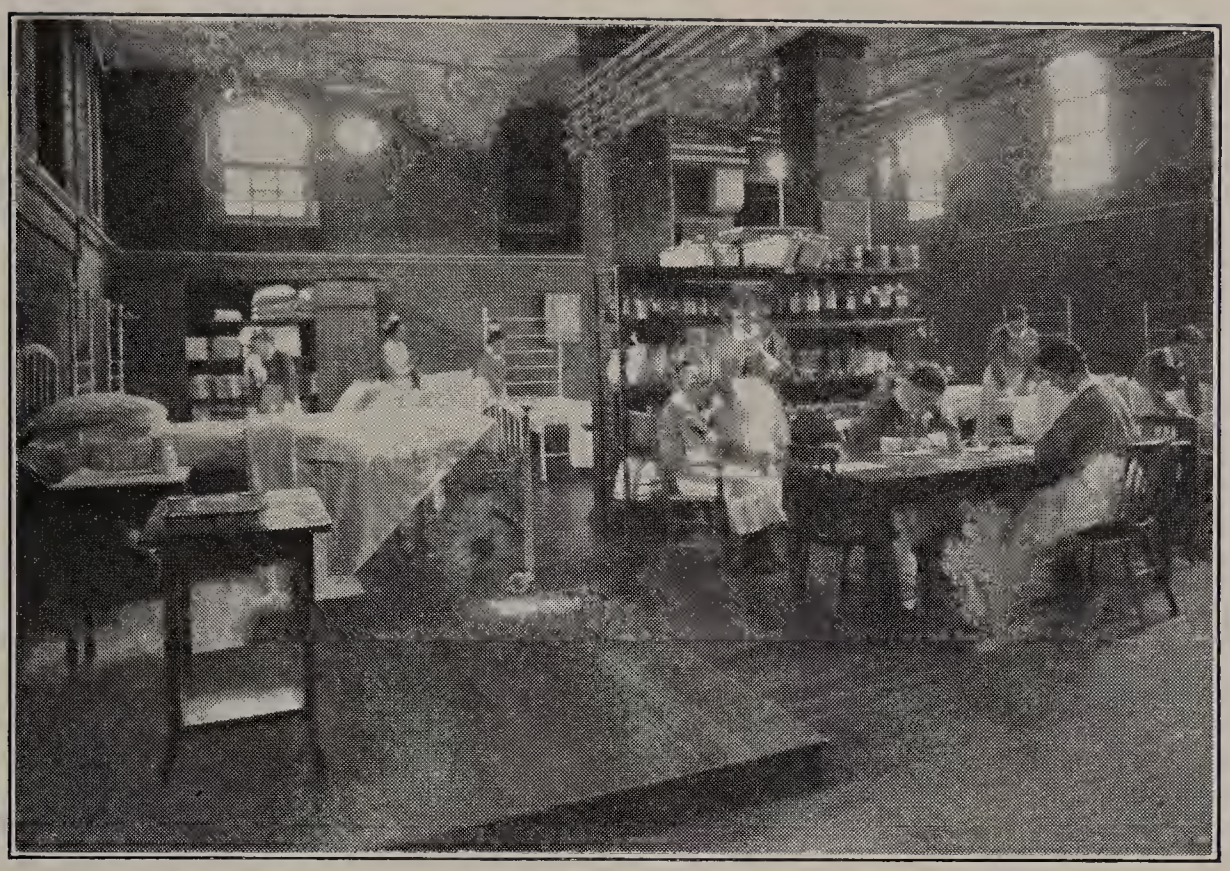
MEDICINE I—MEDICAL DISEASES AND NURSING CARE (33 hours).
Dr. Coombs and Miss Taylor

The object of this course is to give the nurse a clinical understanding of the more common medical diseases. This course includes approximately eleven three-hour units, in which the lectures and clinics given by the doctor are followed by a study of the nursing care of the various diseases. These are supplemented by correlated ward clinics and challenging nursing problems. This course is given concurrently with nursing experience on the medical wards.

NURSING II—INTRODUCTION TO CLINICAL NURSING (45 hours).
Miss M. R. Smith, Miss Harrington, Miss Hill,
and Clinical Supervisors

This course follows Nursing I and runs concurrently with the Introduction to Medical Science. It serves to orient the student to clinical nursing practice, preliminary to her full study of the clinical subjects, and to aid her adjustment as she assumes more responsibility for nursing care of patients and for ward routines.

The content of the course includes those nursing principles and techniques related to the disease processes that are also being studied in Introduction to Medical Science; a method of planning nursing



NURSING LABORATORY

SCIENCE LABORATORY

CHILDREN'S WARD

NURSES' REFERENCE LIBRARY

care for the individual patient in relation to his health, therapeutic and social needs; and a method of planning and managing the care of a group of patients in relation to one another and to the total ward responsibilities of the nurse.

The practice phase of the course is conducted mainly by ward supervision of the nursing technics and of the general ward activities.

NUTRITION II—DIET THERAPY (13 hours). Miss MacDonald

This course is a study of special diets. The theories underlying diets and the anticipated results from modern methods of dietary treatment of disease are presented. The case method of study is used.

OPERATING ROOM TECHNIQUE I AND II (7 hours). Mrs. King

The object of these classes is to present the technics used in the care of a surgical patient and the principles underlying asepsis. Equipment, its care and use, is discussed. Two classes on the preoperative preparation of the patient are given to all students soon after they are accepted into the school. The remaining classes are given in the Intermediate year.

SOCIAL SERVICE—IN RELATION TO NURSING (8 hours).
Miss Cannon and Assistants

Two lecture-discussion classes are given at the beginning of the Junior year to interpret the influence of the nationality of the patient and the effect of group mores upon the treatment and care, both in the hospital and after discharge. The development of the social work at this hospital is sketched briefly. At intervals during the succeeding years, consideration of the social aspect of convalescence in chronic, orthopedic, communicable, cardiac, and mental diseases is presented by the hospital social worker as these conditions are studied in the clinical courses.

SOCIOLOGY—APPLIED TO NURSING (8 hours). Miss Kempf

This course is planned primarily for the direction of the student in a study of contributing factors in the social background of the patient. Special emphasis is placed upon the family influences and their significance in disease.

SURGERY I—ELEMENTARY SURGERY, ANESTHESIA (23 hours).
Drs. Lyons, Beecher and Miss Lepper

This course of study is designed to give a general understanding of the symptoms and treatment of surgical conditions, that the student may be better prepared to give good nursing care. There is a weekly lecture. Clinics alternate with classes on nursing care throughout the course. Two lectures are given on anesthesia. This course is given concurrently with surgical nursing experience.

INTERMEDIATE YEAR

MEDICINE II—COMMUNICABLE DISEASES AND NURSING CARE (15 hrs.)
Dr. Drake and Miss Taylor

The object of this course is to give the nurse a functioning knowledge of the principles underlying the prevention, control, treatment, and complications of those communicable diseases most prevalent today. The need of public education in prophylaxis and immunization, and the role of the nurse in communicable disease prevention is stressed.

NURSING IN DISEASES OF THE EYE, EAR, NOSE AND THROAT (15 hrs.)
Drs. Sachs and Evans and Miss Eklund

Lectures, clinics and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include the brief review of the anatomy and physiology and the study of the diseases of these organs. A study is made of the principles underlying prevention, treatment, and nursing care. Excursions to the Eye and Ear Infirmary help to make the course of study more vivid and valuable. Two illustrated lectures on Oral Hygiene are given concurrently with this course.

NURSING III—PROJECTS (10 hours). Clinical Supervisors

Ten projects in nursing care are given by the students under the direction of the clinical instructors. The purpose of this plan is to secure a more complete picture of various diseases and the nursing care involved. The procedures are grouped to be given concurrently with the medical diseases or surgical conditions presented in the clinical courses.

ORTHOPEDICS AND NURSING CARE (15 hours).
Physicians and Miss Blodgett

Lectures, clinics, and nursing classes are given relative to the cause, prevention, and correction of deformities. The importance of factors peculiar to the nursing care of orthopedic patients is emphasized, and the student is taught the application and the care of apparatus used in orthopedic work. An illustrated lecture presents the contribution of occupational therapy in the care of orthopedic patients.

PEDIATRICS, INFANT FEEDING, AND NURSING CARE (30 hours).
Drs. Higgins and Burgin and Miss Stevens

This course presents the physical and mental development of normal children, and the major aspects of the diseases peculiar to children. In this course is taught the nursing care of children ill with those diseases. Typical cases are presented. Instruction is given in infant feeding and the proper diet for children in health and disease. Emphasis is placed upon hygienic habit formation and principles of psychology. The causes of infant mortality, social aspects, and the nurses' duty in preventive measures are discussed in relation to each disease studied.

PSYCHOLOGY—APPLIED TO NURSING (15 hours) Miss Kempf

Lectures and class discussions are given on the principles underlying human behavior and the application for efficient nursing care. A brief study is made of the interpretation of human reactions. Some means of achieving personality adjustments for the student and the

patient are presented. The fundamentals of the learning process and teaching principles are surveyed, in so far as they may be of value to the nurse in her participation in health programs.

PUBLIC SANITATION AND COMMUNITY HYGIENE (15 hours).
Miss Cartland

The object of this course is to give the student some practical knowledge of the methods which are used to protect the health of individuals and communities. Emphasis is placed upon various types of health organizations and the use and value of vital statistics.

SOCIAL HYGIENE (6 hours). Miss Johnson

An interpretation of the Social Hygiene program of the official and non-official health organizations. One objective is to aid the student to make a sound personal adjustment in relation to the sex factor in her own life and another is to aid in the preparation of a nurse who can assist in the effective teaching of social hygiene.

SURGERY II—ADVANCED SURGERY (14 hours).
Dr. Garry and Miss E. Smith

This course of study is given on a similar plan to that of Surgery I and includes the nursing care of the more specialized surgical conditions.

SURGERY III—GYNECOLOGY AND UROLOGY (12 hours).
Dr. Welch and Miss E. Smith

Lectures, clinics and nursing classes are planned to provide the student with a functional understanding of the most common diseases of the genito-urinary system and the sociological factors related to the nursing care in these conditions.

SENIOR YEAR

MEDICAL AND SURGICAL EMERGENCIES (11 hours). Miss Hill

Four lectures on First Aid in emergencies, followed by classes in which emergency measures in situations which may occur most com-

monly outside of the hospital, are presented. Students participate in these practical problems as a major part of the required classwork. Improvised equipment is used.

Instruction is given and all students are individually examined in the Schaeffer Method of Artificial Respirations, control of hemorrhage by digital pressure and application of tourniquets in accordance with requirements as set up in the Standard American Red Cross First Aid Course.

NEUROLOGY AND PSYCHIATRY (20 hours).
Drs. McKenna and Finley, Miss French and Miss Cooney

Lectures and nursing classes are given in the etiology, symptoms, and treatment of the most common neurological conditions and principles underlying the treatment of the mentally ill. An effort is made to teach the student nurse something about the causes of mental illness, its relation to physical illness, and the social problems associated with it. Much emphasis is placed on the common psychoses and the value of applying the principles of mental hygiene in the general health program. Parallel with the lectures three clinics are given in the hospital for mental diseases.

NUTRITION III (7 hours). Miss Duckles

A group of classes planned to provide a general review for the students. The aim of this study is to assist the student to summarize her knowledge of and experience in normal nutrition and diet therapy. The content of this course should enable her to make a more valuable contribution to any program for the maintenance of health.

OBSTETRICS AND NURSING CARE (60 hours).
Obstetricians and Miss Whitelaw

The obstetrical training is obtained by affiliation with the Boston Lying-In Hospital, where an excellent course is given in the nursing principles and practice of obstetrics. The theory is given by outstanding obstetricians and qualified nurse instructors. The students are taught the care of normal infants and the prenatal and post-

partum care of the mothers. Charts, models, specimens, and lantern slides provide the illustrative material.

OPERATING ROOM TECHNIQUE III (4 hours).

Mrs. King and Assistants

As a part of the plan for the study of operating room technic four classes are given to small groups of students one month before they are assigned to the amphitheatre for experience. Principles are taught and methods demonstrated which will be helpful in the development of skill in operating room procedures.

PRINCIPLES AND PRACTICES OF PUBLIC HEALTH AND OF PUBLIC HEALTH NURSING (20 hours). Supervisor to be appointed.

Speakers from community organizations.

Although this course of study is listed in the Senior year, it begins with the Junior term and continues throughout the three years. It is in the process of reorganization and will be set up according to a plan recommended by the supervisor to be appointed. In general, the course will include lectures and conferences relative to the basic principles of public health and public health nursing, and directed field observation in certain important community agencies. There will be opportunities, although at first limited in number, for practice in teaching health habits and for observation of the work of the nurse as a health worker in the community.

SURVEY OF THE NURSING FIELD.

ETHICS. PROBLEMS AND OPPORTUNITIES IN NURSING (30 hours).

Miss Johnson

A brief survey of the developments in the field of nursing and of programs of preparation for service in the various branches of nursing. A discussion of the problems a nurse may meet in these fields. A history of the professional nursing organizations and an interpretation of their contributions to nursing. An effort to enlist the interest of the students to a degree where as young graduates they will actively support these organizations and the profession as a whole. This course includes a unit in preparation for private duty nursing.

SUMMARY OF CLASS HOURS

NATURAL SCIENCES—APPLIED TO NURSING . . . . 160 hours
- Anatomy and Physiology—90
- Bacteriology and Home Sanitation—40
- Chemistry—30

NURSING . . . . . 272 hours
- Nursing I, II, III—156, 45, 10
  - Elements of Bandaging—12
  - Elements of Massage—16
  - Care of Patient's Environment—16
- Case Study Methods—6
- Medical and Surgical Emergencies—11

HEALTH EDUCATION . . . . . 56 hours
- Health Education I and II—15
- Social Hygiene—6
- Public Sanitation and Community Hygiene—15
- Principles and Practice of Public Health and Public Health Nursing—20

NUTRITION AND DIET THERAPY . . . . . 60 hours
- Nutrition I, II, III—40, 13, 7

SOCIAL SCIENCES—APPLIED TO NURSING . . . . . 98 hours
- Nursing Ethics and Etiquette—16
- History of Nursing—16
- Study Methods—5
- Social Service—8
- Sociology—Applied to Nursing—8
- Psychology—Applied to Nursing—15
- Survey of the Nursing Field—30

MEDICAL DISEASES AND NURSING CARE . . . . . 151 hours
- Introduction to Medical Science—30
- Materia Medica I, II—30, 23
- Medicine I, II—33, 15
  - Industrial Diseases and Poisons
- Dermatology—5
- Diseases of the Eye, Ear, Nose and Throat—15
  - Oral Hygiene

SURGICAL DISEASES AND NURSING CARE . . . . . 75 hours
- Operating Room Technique I, II, III—2, 5, 4
- Surgery I, II, III—21, 14, 12
- Anesthesia—2
- Orthopedics and Nursing Care—15

PEDIATRICS, INFANT FEEDING AND NURSING CARE . . 30 hours

NEUROLOGY AND PSYCHIATRY . . . . . 20 hours

OBSTETRICS AND NURSING CARE . . . . . 60 hours

Total 982 hours

NOTE: In addition to the foregoing, organized ward or clinic instruction is given.
- Medical Ward Instruction . . . . . 2-4 hours each week
- Surgical Ward Instruction . . . . . 2-3 hours each week
- Out-Patient Clinic Instruction . . . . 1-2 hours each week

A Program for College Graduates

For many years it was the policy of the Massachusetts General Hospital Training School for Nurses to give no credit of time to college graduates. It seemed wiser to make a very rich three years by giving special courses and special affiliations. This method has proved satisfactory to the majority of the college graduates who have completed the three year course. But because the time element is such an important factor to many of these young women, because they cannot judge the value of these special courses before entrance, and as the particular specialty which the student elects may not be available here, it has been decided to follow the policy of other schools by granting a time allowance, under certain conditions, to college graduates who wish to take the basic course of training.

Graduates of approved colleges may be given from three to eight months' credit on the three-year course, provided their college course has included the basic sciences related to nursing. The four basic sciences which should be included in the college work are biology, chemistry, sociology, and psychology. Students should present at least one year's academic credit in each of these subjects.

College courses in bacteriology, hygiene and sanitation may be offered as part of the biology requirement. Courses in philosophy or education may be offered as part of the psychology requirement.

The amount of time to be allowed the student will depend upon the college credentials presented by her, and upon the grade of theoretical and practical work done in the training school.

Applicants for this course should realize that the nursing laws in many states demand three years of training for the nurse presenting herself for registration examinations. The rulings of the State Boards of Nurse Examiners vary as to the amount of time credit given to college graduates. As post-graduate courses are accepted by most boards as a part of the three-year preparation, and as most of the graduates of the shortened courses pursue further study in some nursing specialty, little actual difficulty should occur in registering in the majority of the states.

Any student who may wish to spend three years in the school may enrich her course by availing herself, without additional expense, of the special courses in the Massachusetts General Hospital School or in one of the affiliated schools, namely, The School of Public Health Nursing which is conducted jointly by Simmons College and the Community Health Association, The Massachusetts Eye and Ear Infirmary Training School for Nurses, or in the Training School for Nurses at the McLean Hospital, Waverley, an institution for the care of nervous and mental diseases.

There is demand for graduate nurses with a broad educational background. While there are many of these nurses in the field, the supply does not meet the demand. Many schools have shortened their courses for college graduates, hoping it would influence a larger number of well-qualified students to enter the schools.

There are many excellent opportunities for the mature woman who is well educated, well prepared professionally, and who possesses pleasing personality, sound judgment and sterling qualities of young womanhood.

Student Nurses in Training

CLASS OF 1937

Esther Allen, Orleans, Vt.
Mabel Anning, Perrysburg, Ohio
Judith Barron, Salem Depot, N. H.
Laurianne Beaudette, Dorchester, Mass
Rebecca Benedict, Rutland, Vt.
Margaret Bonnette, Roslindale, Mass.
Hester Amy Bull, Bel Air, Md.
Marjorie Burke, Amesbury, Mass.
Marion Decker, Melrose, Mass.
Josephine Eccles, Mt. Kisco, N. Y.
Ina Gerrish, Winter Harbor, Maine
Rita Gibbons, Salem Center, N. H.
Flora Glynn, East Ryegate, Vt.
Esther Greiner, B.S., West Lafayette, Indiana
Ruth Hopper, East Orange, N. J.
Marion Howland, Marshfield, Mass.
Edwina Hussey, Damariscotta, Me.
Doris Hutchinson, A.B., Machias, Me.
Elsie Johnson, Attleboro Falls, Mass.
Charlotte King, Pittsfield, Mass.
Florence Korpela, Norwood, Mass.
Catherine Leonard, A.B., San Pedro, Calif.
Dorothy Magoon, Stowe, Vt.
Margaret Mahoney, A.B., Rockland, Me.
Agnes Malone, Dorchester, Mass.
Jane Martin, Cambridge, Mass.
Ethel McCullough, Wellesley, Mass.
Alice McMurray, Marion, Ohio
Anne Meade, Brockton, Mass.
Beatrice Perin, Cotuit, Mass.
Florence Perry, Ira, Vt.
Ruth Pierce, Lawrence, Mass.
Susan Robins, Brookline, Mass.
Beatrice Roy, Boston, Mass.
Caroline Schulz, Nichols, Conn.
Marjorie Sleep, Lyndonville, Vt.
Mary Staats, Coshocton, Ohio
Eleanor Thompson, Bartlett, N. H.
Veronica Uzdavinis, Lynn, Mass.
Sally Whitcomb, Winchester, N. H.
Carolyn Winters, Boston, Mass.
Harriett Workman, Lakewood, Ohio
Eleanor Zieg, Marion, Ohio
Flora Abbott, Belmont, Mass.
Faith Bailey, Salem Depot, N. H.
*Elizabeth Benson, W. Somerville, Mass.
Florence Breen, Hardwick, Mass.
Rita Callahan, Woburn, Mass.
Ethel Carleton, Mt. Vernon, N. H.
Mary Cole, West Medway, Mass.
Mary Cook, Bucksport, Me.
Mabel Crowe, Reading, Mass.
Elizabeth Cull, Quincy, Mass.
Evelyn Curley, Danvers, Mass.
Florence Davis, Ludlow, Vt.
Lillian Deans, Newton, Mass.
Katherine Dormin, Leominster, Mass.
*Marguerite Drechsel, Webster, Mass.
*Muriel Evers, Hudson, N. Y.
Adrian Fields, Nashua, N. H.
*Ann Fulton, Stoneham, Mass.
Charlotte Fyhr, Brockton, Mass.
Nina Hamilton, Ellsworth, Me.
Elizabeth Harting, Gloucester, Mass.
Margaret Heyse, M.S., Colorado Springs, Colo.
Marjorie Hill, Norwich, Conn.
Marjorie Hume, Shelburne Falls, Mass.
Barbara Jipson, Lincoln, Me.
Blanche Jukins, Lawrence, Mass.
Barbara Kellogg, Benson, Vt.
Virginia Kidder, Manchester, N. H.
Frances Kneeland, Searsport, Me.
Agnes Lang, No. Andover, Mass.
*Ruth LaPierre, Norwich, Conn.
Katherine McAuliffe, Saugus, Mass.
Anna McKee, Waltham, Mass.
Mabel Paquette, Clinton, Mass.
Clarissa Peters, Ph.B., Agawam, Mass.
Constance Radford, Athol, Mass.
Elva Sawyer, Milton, Mass.
Georgia Shull, Princeton, N. J.
Muriel Simpson, Brockton, Mass.
Alice Singletary, Winston-Salem, N. C.
*Elizabeth Smith, E. Milton, Mass.
Virginia Stilphen, Richmond, Me.
Grace Taylor, Naples, Me.
Martha Thayer, Putnam, Conn.
*Marion Thompson, Holyoke, Mass.
Willa Tomlinson, Rangeley, Me.
Elizabeth Ulrich, Cleveland, Ohio
Laura White, Woburn, Mass.
*Helen Zickell, Worcester, Mass.

*Five year student.

CLASS OF 1938

Kathleen Armstrong, Caribou, Me.
Charlotte Aubert, Bennington, Vt.
Marguerite Bridges, Uxbridge, Mass.
Jean Chisholm, Halifax, N. S.
Lucy Denio, Lincoln, Mass.
Jane Dexter, Milton, Mass.
Ruth Eastwood, Methuen, Mass.
Evelyn Franzen, W. Abington, Mass.
Marjorie Harrison, Newburyport, Mass.
Ruth Hathaway, Milton, Mass.
Lucille Howd, Northfield, Vt.
Josephine Hurley, Boston, Mass.
Helen Lampinen, Keene, N. H.
Hazel Moore, Somerville, Mass.
Bertha Navas, Lawrence, Mass.
Helen Newman, Ballston Spa, N. Y.
Dorothy Nickerson, Attleboro, Mass.
Esther Pietrasek, Lawrence, Mass.
Alice Pirrtinen, Sandwich, Mass.
Mary Poules, Hubbardson, Mass.
Eunice Ranger, Somerville, Mass.
Elizabeth Rea, Foxboro, Mass.
Ruth Rich, Portland, Me.
Mary Rota, Baldwinsville, Mass.
Bertha Sneck, Maynard, Mass.
Nelma Soule, Simsbury, Conn.
Lucille Theroux, Lawrence, Mass.
Elizabeth Vajcovec, Webster, Mass.
Isabel Vinton, Fitchburg, Mass.
Dorothy Wood, N. Bernardston, Mass.
Katherine Barrett, A.B., Northampton, Mass.
Alice Belmont, New York, N. Y.
Edith Bengston, Barre, Vt.
*Mary Bigelow, Waterbury, Conn.
Constance Bourne, E. Providence, R. I.
Geraldine Brandon, New Haven, Conn.
*Margaret Bulman, Jamaica Plain, Mass.
*Irene Carr, Waterbury, Conn.
Velma Carr, Marlboro, Mass.
Bernice Clarke, New Portland, Me.
*Alliean Costello, Beverly, Mass.
Helen Cousins, Stonington, Me.
Nellie Cunningham, Brownville Junction, Me.
*Helen Curran, Dorchester, Mass.
Ellen Draughon, Memphis, Tenn.
Ruth Farrissey, Lawrence, Mass.
Grace Fiske, A.B., Hudson Falls, N. Y.
Mary Frazer, Worcester, Mass.
Ruth Gardner, A.B., Clayton, N. Y.
Florence Gladwin, Westfield, Mass.
Dorothy Goodwin, Brockton, Mass.
Virginia Harrison, Merrimac, Mass.
*Barbara Healey, Marblehead, Mass.
Pauline Howland, Marshfield, Mass.
Evelyn King, Roslindale, Mass.
*Josephine Latakas, Worcester, Mass.
Ada Lawrence, Berwick, Me.
Hazel Leonard, Palmer, Mass.
Margaret Mahin, Brookline, Mass.
*Dorothy Mathewson, Pawtucket, R. I.
Marjorie May, Beverly, Mass.
Mary McJennett, A.B., Greenbush, Mass.
Emma Millette, Rye, N. H.
Mary Moles, Middleboro, Mass.
Muriel Philips, New Bedford, Mass.
Eunice Plant, New Bedford, Mass.
Virginia Platner, Quincy, Mass.
Cleo Richardson, Belmont, Mass.
Madeliene Rowell, Bristol, N. H.
*Clara Shippee, Gardner, Mass.
Annette Smith, Lebanon, N. H.
Gertrude Snow, Newton, N. H.
Katherine Teller, A.B., Philadelphia, Pa.
*Leslie Thorud, Holbrook, Mass.
Persis Towne, Athol, Mass.
*Grace Walsh, Schenectady, N. Y.
Grace Webster, Wellesley Hills, Mass.
Barbara Whiting, Wilton, N. H.
Margaret Wilson, Stockham, Neb.
Eileen Wolseley, Manchester, N. H.
*Josephine Woodhull, Waterbury, Vt.

CLASS OF 1939

(February Section)

Genevieve Baker, Chatham, Mass.
Mary Brezoska, Newton Lower Falls, Mass.
Jean Carter, Los Angeles, Calif.
Lucille Casten, Grafton, Neb.
Elizabeth Crossland, Ansonia, Conn.
Velma Drolet, Farnumsville, Mass.
Marcella Duoba, Brockton, Mass.
Mary Finn, Great Barrington, Mass.
Grace Follett, A.B., North Attleboro, Mass.
Ruth Haddon, East Lynn, Mass.

*Five year student.

Margaret Holmes, Lowell, Mass.
Jean Houghton, Marion, Ohio
Dorothy Knowles, Orleans, Mass.
Mary McIntire, E. Waterford, Me.
Alice Metrick, Portsmouth, N. H.
Natalie Middleton, Newport, R. I.
Dorothea Murray, S. Attleboro, Mass.
Olive Patterson, Quebec, Canada
Caroline Peck, Topsfield, Mass.
Ida Perkins, Haverhill, Mass.
Barbara Peterson, Meriden, Conn.
Susan Pirhalla, Bridgeport, Conn.
Viano Salomaa, Norwood, Mass.
Anne Siplas, Leicester, Mass.
Ethel Slattery, Lowell, Mass.
Lucia Sloper, Pittsfield, Mass.
Harriet Spaulding, Keene, N. H.
Wanda Szafran, Chicopee Falls, Mass.
Mary Sweeney, Wareham, Mass.
Kathleen Temple, Lincoln, N. H.
Marjorie Townsend, Hingham, Mass.

*Five year student.

RECOMMENDED READING

Nightingale—"Notes on Nursing"
Addams—"The Second Twenty Years in Hull House"
Cabot—"Meaning of Right and Wrong"
DeWitt—"Private Duty Nursing"
Antin—"Promised Land"
Gardner—"Public Health Nursing"
LaWall—"Four Thousand Years of Pharmacy"
Cushing—"Life of William Osler"
Beers—"A Mind That Found Itself"
Waln—"House of Exile"
Fuller—"Story of Drugs"
Galsworthy—"The Mob"
Brewer—"Education as Guidance"
Clendening—"Behind the Doctor"
Cather—"My Antonia"
Poole—"Nurses on Horseback"
Colvin, Bagley and MacDonald—"Human Behavior"
Strachey—"Eminent Victorians"
Wald—"The House on Henry Street"
Sugimoto—"Daughter of the Sumurai"
Yezierska—"Children of Loneliness"
Wiggam—"The Marks of an Educated Man"
Grieux—"The Plays"
Devine—"Misery and its Causes"
Heyward—"Porgy"
Cannon—"Social Work in Hospital"
Cook—"Life of Florence Nightingale"
Sullivan—"Education of Henry Adams"
Haggard—"The Lame, the Halt and the Blind"
Stern—"Matriarch"
Rucker—"Leadership"
Mary Shipman Andrews—"The Lost Commander"
Cabot—"What Men Live By"
Dock and Stewart—"Short History of Nursing"
Reymont—"The Peasants"
Maeterlinck—"The Life of the Bee"
Fosdick—"Twelve Tests of Character"
Grenfell—"Forty Years of Labrador"
Cannon—"Heirs"